

The SUBJECT must agree with the VERB!

Rationale: It is important for students to know that the subject must agree with the verb. The purpose of this minilesson is to ensure that students are able to identify the lack of subject/verb agreement used in writing and speech, as well as, be able to create subject/verb agreement by using proper grammar. By exploring sentences and language used in the novel *The Outsiders*, students will be able to identify the proper sentence structure, which will enhance students writing and language skills.

Specific Learning Objectives

SWBAT:

[Cog] **GO SO**

1. Formulate sentences where the subject agrees with the verb
 - 1.1 Analyze previously written sentences for proper grammar and punctuation
 - 1.2 Interpret words and phrases that are used in the text
 - 1.3 Identify technical meanings
 - 1.4 Analyze how specific word choice shapes meaning

[Aff]

2. Collaborate effectively with peers
 - 2.1 Demonstrate knowledge of subject/verb agreement
 - 2.2 Participate in class examples

[Perf]

3. Effectively write sentences
 - 3.1 Construct sentences
 - 3.2 Arrange sentences in a meaningful sequence

Common Core Objectives:

CCSS-L-(8)-1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS-L-(8)-3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS-L-(8)-6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Materials: index cards (three different colors), and tape

Time: 55 minutes

Instructional Procedures:

I. Bell Ringer [5 minutes]

- Students' will enter the class
- The bell ringer assignment will be written on the board
- Assignment: Write a paragraph describing your favorite character in the *Outsiders* novel and explain why that person is your favorite character.
- After students have completed the bell ringer assignment, transition the class for the lesson

II. Bridge [2 minutes]

- Start the lesson off by using incorrect language where the subject and the verb do not agree with each other {For Example: How is you doing?}
- Hope that the students will recognize the incorrect language and will correct it
- The dismantle disruption should catch the students attention and transition them for the lesson
- Inform the students that previously in their writings on *The Outsiders* novel, they used the subject and verb incorrectly.

III. Lesson [5 minutes]

- Write on the board: SUBJECT AND VERB
- Have students define subject-is who or what does the verb
- Have students define verb-a word which expresses action
- Ask students does the subject agree with the verb in number?
- Reiterate that if it is a singular subject the sentence must have a singular verb
- Reiterate that if it is a plural subject the sentence must have a plural verb
- Present class example {sentences taken from *The Outsiders* }
 1. Johnny handed me the knife. (page 72)
 2. I knew Johnny understood what I meant. (page 121)
 3. He was dead before he hit the ground. (page 154)

IV. Activity [7-8 minutes]

- Each student will be given three sentences to construct, which is a total of 9 index cards
- The index cards are color coded
- One card will have the subject and one card will have the verb
- Students will need to locate all of their sentences and aligned them together
- Once students' have located and put their sentences together, they will need to quietly raise their hand
- I will go over to the student and access their sentence
- If their sentence is correct, they will be allowed to go to the board and tape their sentences up

- Students are allowed to work within their groups or individually
- V. **Wrap up** [2 minutes]
- After all the students have completed their sentences, together as a class we will go over the sentences
 - After reviewing all of the sentences with the class, transition students for their writing workshop
- VI. **Writing Workshop** [30 minutes]
- Students will have the opportunity to revise their papers on *The Outsiders* novel
 - Students will need to use their workshop time effectively
 - Tell student that they will need to go through every sentence underlining the subject and circling the verb
 - After students' have underlined the subject and circled the verb they must ask themselves, "Does the subject agree with the verb?"
 - If it does students will need to change their sentences
 - This workshop time is part I of the revision process
 - I will circulate throughout the room helping students
 - Give students a two-minute warning at the end of the writing workshop
- VII. **Closing** [2 minutes]
- Have students complete an exit pass
 - Write assignment on the board
 1. **Write two things that you learned today from the lesson or the writing workshop**
- Every student will have to fill out the exit pass
 - Once the exit passes are completed, students will hang those to me as they exit the room
- VIII. **Bell Ring**
- Dismiss class

Reflection

After accessing my minilesson and reviewing the video, I thought I did a great job. I believe that the topic I chose was great, because a lot of students struggle with subject/verb agreement. I thought my lesson plan was very descriptive and detailed. I also thought that my activity went well. The students were great participants, and they appeared to have had fun with the activity. I did not realize how short 12 minutes was until I did this lesson. I think that not having enough time was what did not go well in my lesson. I felt that if I had more time I could have really went more in depth with the lesson; perhaps by doing more examples as a group. I originally had three examples that I had planned to go over with the group. However, due to the lack of time I had to narrow the three examples down to one. If I could add anything else to the lesson I would have held a group discussion asking the students, “what areas do you struggle the most with, and where do you need the most help at?” I think that the group discussion would have been a great addition to the lesson; that way I would know what I would need to go back and re-teach. Overall I had a great time creating my lesson, I enjoyed filming, and I got a kick out of watching myself on video.